

Ba 200



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Submitted A good education is all-encompassing - it recognizes the diversity respects gender, religious, and racial differences, and it values student freedom. In a globalized environment like the one we inhabit today, recognizing and respecting these differences becomes a necessary part of every school's agenda. This paper discusses how the California State University Bakersfield (CSUB) education can be improved by implementing changes in its policies regarding gender, religious and racial minority groups. It proposes different initiatives that pave the way for a policy change. The application of a comprehensive school reform in culturally and linguistically diverse school, for instance, is “ both a rewarding and challenging enterprise” (Datnow, Borman, Stringfield, Overman, and Castellano 162). It is concluded that learning and student experience becomes more enriched through these programs. While CSUB implements policies that prevent discrimination against gender, racial, and religious minorities, it lacks programs that promote and support the needs of minority students. University organizations, programs, and activities usually cater to the needs of the dominant majority of white, heterosexual students. Minority students are left with the choice of joining these groups and participating in their activities. This lack of choice in organizations and activities tend to limit students' freedom. In a study of policy changes by D’Augelli, he states that “ lesbians and gay men on campus were empowered” (126). It is, therefore, encouraged to establish organizations and promote activities that will benefit minority students. Different initiatives can be enacted to encourage students exercise their freedom within the premises of the university. First, a public space can be devoted to students where they can write the things they like and dislike about the university. This initiative allows the university to gather

students' opinion about academic matters and consider them when conducting policy reviews. Second, a thorough review of the student's handbook is proposed to uncover contradictions in rules that restrict student's freedom of expression. Finally, students are encouraged to balance freedom with accountability by taking full responsibility of their actions.

To promote gays, lesbians, and other minority students, different programs can be created. First, the creation of organization for minority students and advocates is proposed. Being a member of an organization fosters a feeling of belongingness. It also serves as a support group where minority students can share stories, experiences, and advice. Second, it is suggested to create activities suited to the needs of minority students. These activities encourage minority students to participate more actively in academic matters. Finally, the strict implementation of policies that protect the welfare of minority students is encouraged.

The proposals outlined in this paper are meant to improve learning and student experience. To achieve these goals, university administration and students are encouraged to play an active part in its realization. The administration can study the merits of these proposals and consider those they find useful in implementing policy changes. Students, meanwhile, can share their experiences about existing policies and its effect on learning. Through these initiatives, I hope that learning and student experience can be enriched and enhanced.

Works Cited
D' Augelli, A. R. " Lesbians and Gay Men on Campus: Visibility, Empowerment, and Educational Leadership." *Peabody Journal of Education* 66. 3 (1989): 124-142. Web. 8 May 2011. Datnow, A., Borman, G. D., Stringfield, S., Overman, L. T., & Castellano, M. " Comprehensive School Reform in Culturally and Linguistically Diverse Contexts: Implementation and
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